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ABSTRACT

This mini-packet is designed to help school districts that are writing educational goals as part of the Local Planning and Assessment Process (LPAP). The mini-packet has two basic uses: to acquaint teachers and the lay public with what developing educational goals will require and to guide a committee in writing goals. Of the various methods through which districts can establish educational goals, the district should choose to employ the one with which it is most comfortable. This mini-packet outlines a series of thirteen activities that can be undertaken in goal development. Three components are included for each activity--the objectives for each activity, the group or individual responsible for conducting the activity, and the steps to be accomplished to complete the activity. Criteria are listed for evaluating proposed goal statements, procedures for obtaining community reaction are suggested, and means for determining approval and support for the goals are presented. (Author/IRT)

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LPAP MINI-PACKET: ESTABLISHING EDUCATIONAL GOALS

EA 010 536

Prepared For:

BUREAU OF TECHNICAL ASSISTANCE

RHODE ISLAND DEPARTMENT OF EDUCATION

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NOTES TO PRESENTERS:

1. This mini-packet is designed for presentation with transparencies supplied in a separate package. The transparencies are numbered in order of their use and the appropriate point in the text for their display is indicated: (DISPLAY TRANSPARENCY .)

2. Presenters wishing to duplicate the educational goals development sections of this mini-packet in order to distribute only that portion to their audiences or committees are referred to the following pages:

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LPAP MINI-PACKET: ESTABLISHING EDUCATIONAL GOALS

Introduction

This mini-packet is designed to help school districts which are writing educational goals. It is intended for use with both general audiences and with the committee(s) who will formulate proposed goal statements for the district. There are two basic uses for the mini-packet. The first use is informational. It is expected that initially an administrator will use the packet to acquaint teachers and the lay public with what developing educational goals will require. Numerous lay and professional educational groups will no doubt be interested in learning how a district's goals will be prepared. This information can be given by describing the contents of this mini-packet and showing the accompanying transparencies to illustrate and highlight key points. The second use of this mini-packet is to guide a committee in writing goals.

There are various methods through which districts can establish educational goals. It should be emphasized that the method a district chooses to employ should be the one with which it is most comfortable working. This mini-packet outlines a series of activities that can be undertaken. Criteria are listed which can be used in evaluating proposed goal statements, procedures for obtaining community reaction are suggested, and means for determining approval and support for the goals are presented.

This mini-packet was developed by the Curriculum Research and Development Center of the University of Rhode Island in conjunction with the Bureau of Technical Assistance of the Rhode Island Department of Education. Local school district personnel from Rhode Island who have been involved in the LPAP provided input to as well as review of this mini-packet.

LPAP MINI-PACKET: ESTABLISHING EDUCATIONAL GOALS

There are different methods by which goal statements can be written. One such method, involving thirteen activities, is presented here. Where appropriate, alternative activities are described. Each school district should select a method with which it feels most comfortable. Each of the activities should be completed in a timely fashion. Each of these activities is described in detail on the following pages. Included for each activity are three components:

(a) the objective for each activity,

(b) the group or individual responsible for conducting the activity, and

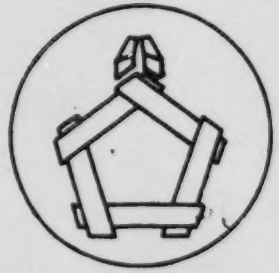
(c) the steps to be accomplished to complete the activity.

This transparency summarizes the activities and their key points. (DISPLAY TRANSPARENCY 1, p. 3.)

9 PUBLISH PROPOSED GOALS	ENCOURAGE CITIZEN RESPONSE
10 WORK SESSION VI	FINAL EDIT
11 PRESENTATION TO SUPERINTENDENT AND SCHOOL COMMITTEE	REQUEST FORMAL APPROVAL
12 PUBLISH DISTRICT GOALS	WORK FOR COMMUNITY UNDERSTANDING AND SUPPORT
13 REVIEW AND REVISION	REVISE WHEN THE NEED ARISES

ESTABLISHING EDUCATIONAL GOALS

ACTIVITY	KEY POINTS
1 DISTRICT ORIENTATION	PRESENT TO AS MANY GROUPS AS POSSIBLE
2 SELECT STEERING COMMITTEE	REQUEST VOLUNTEERS HOLD COMMITTEE ORIENTATION
3 WORK SESSION I	DETERMINE TIMELINES AND PROCEDURES
4 WORK SESSION II	DEVELOP AND/OR IDENTIFY GOALS
5 WORK SESSION III	CRITIQUE GOALS
6 WORK SESSION IV	SELECT PROPOSED DISTRICT GOALS
7 COMMUNITY MEETING	ELICIT PUBLIC REACTION
8 WORK SESSION V	EDIT GOALS PER COMMUNITY MEETING



ACTIVITY 1 - DISTRICT ORIENTATION TO GOALS DEVELOPMENT

Objective: To describe to all interested audiences the process by which educational goals can be written.

Responsible: The superintendent of schools or his designee.

Steps to be taken:

(1) The designee from the Bureau of Technical Assistance or the LPAP Coordinator for the district should conduct a pre orientation for the school committee and superintendent so that they have an understanding of the purposes and processes before community wide orientations are held

(2) Notify all local educationally-concerned groups (e.g., teachers' association, parent groups) and local civic groups that a presentation can be made if the groups are interested.

(3) Arrange for a meeting place and an overhead projector and screen.

(4) Become completely familiar with this LPAP Mini-Packet, "Establishing Educational Goals," and the transparencies which accompany it.

(5) Provide a brief overview of the Local Planning and Assessment Process (LPAP),[1] highlighting the first phase, "Establishing an Educational Philosophy and Goals." (DISPLAY TRANSPARENCY 2, p. 5.)

(6) Using the transparencies when appropriate, describe contents of "Establishing Educational Goals" to the audience.

(7) Conclude the presentation by asking for questions and discussion.

(8) Request that people volunteer to participate in the goals development process.

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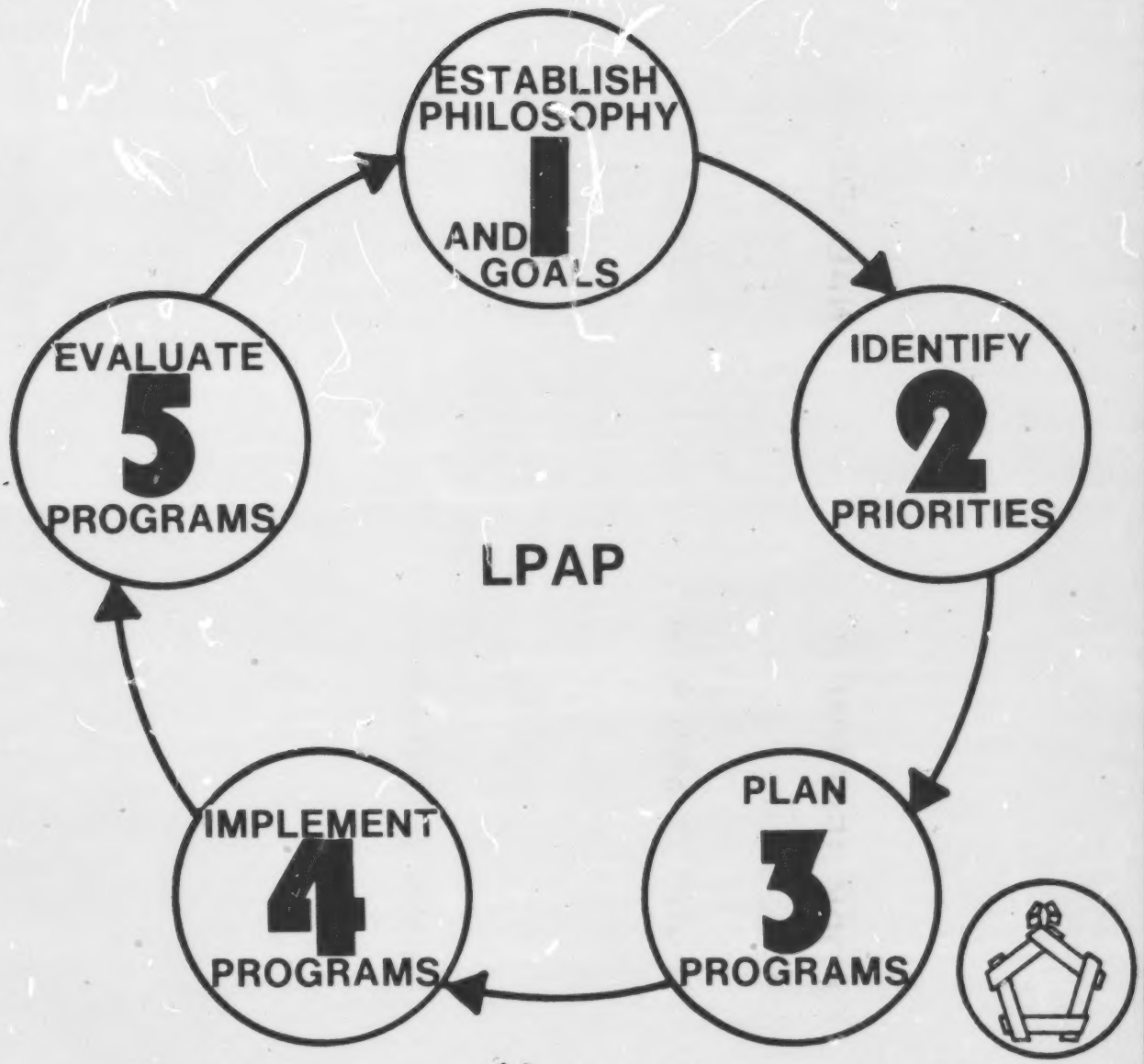
[1] Information for this can be obtained from the district person responsible for LPAP or from The Bureau of Technical Assistance.

LOCAL PLANNING AND ASSESSMENT PROCESS



ACTIVITY 2 - SELECTION OF A COMMITTEE(s)

Objective: To form a broadly representative committee(s), to orient the committee(s), and to select a chairperson(s).

Responsible: The superintendent of schools or his designee.

Either of two committee structures could be used for selection or development of the goals:

(1) A single committee of 7 to 15 members who assume full responsibility for the entire process outlined in this mini-packet.

or

(2) A steering committee of 7 to 15 members who work with a number of subcommittees of 5 to 9 members each. The steering committee would take responsibility for overall coordination of the process and review of the goals generated by the subcommittees. It is suggested that a member of the steering committee sit on or chair each subcommittee. Subcommittee participation would be limited to Activities 2, 3, and 4.

Committee selection is an extremely important element in the goals setting process.

Basically, the committee will serve three functions. (DISPLAY TRANSPARENCY 3, p. 7.) First, it is a public relations vehicle for the remainder of the LPAP. The committee members' experience and involvement will place them in a position of continuing to relate to the remainder of the process and discussing the process with their friends, neighbors, or organizations. Second, it will give input into the problems and concerns of the community with regard to the current educational structure and activities of the school department. Third, and most significantly, it will engage in the goals development which will set the direction of education in the district for the next five years. The product of its activities will be embodied in the set of educational goals. The type of committee structure a district elects can impact on the extent to which each of the three functions is realized. There are advantages and disadvantages to both the single

PURPOSES OF A GOALS SETTING COMMITTEE

- PUBLIC RELATIONS
- INPUT FOR PROBLEMS AND CONCERNS
- ACTIVE PARTICIPATION IN THE GOALS SETTING PROCESS

committee and the steering committee/subcommittees approaches. Some of these strengths and weaknesses are outlined below.

GOALS SETTING COMMITTEES

	Strengths	Weaknesses
Single Committee	• Fewer members make it easier to staff and orient • Fewer members make it easier to get consensus • Coordination is simpler • Requires less time	• Narrow representation limits the input • Less public involvement will reduce initial support • Increased possibility of a committee faction or an individual dominating the process
Steering Committee with Subcommittee(s)	• Broad representation increases the input • Greater probability for public endorsement	• Requires more time • More difficult to coordinate • More members make staffing and orientation more difficult

A district will have to weigh the special considerations of its community, e.g., citizen expectation for levels of involvement, before deciding which type of committee structure to adopt.

Steps to be taken:

(1) Select a committee.

There are three ways a committee may be selected.

a. An all-volunteer committee is formed following a publicity campaign about the committee and its function.

b. Districts which have begun the LPAP process may have an established mechanism for committee selection or an existing committee.

c. A "blue ribbon" committee representing all educationally-involved segments of the community may be named by the school superintendent or school committee.

(2) Select a chairperson. There are two ways this may be accomplished.

a. An individual can be elected by the committee.

b. The superintendent or his designee may be named as the chairperson.

(3) Hold a committee orientation meeting to allow the members to get acquainted and determine procedures they will use in functioning as a group; e.g., means of communication, how decisions will be reached, etc.

(4) Determine whether the steering committee will take complete responsibility for the development and/or selection of the district goals in <u>one</u> of the following ways:

a. Function as a single committee to accomplish the entire task; although it might form subgroups within itself to assume different responsibilities, e.g., generating goals in a different goal area;

or

b. Form subcommittees who would report back to the steering committee.

<u>Committee Membership</u>

Committee members should represent a cross-section of the community, i.e., its professional educators and lay leaders and citizens. It is strongly suggested that either a steering committee nor subcommittee be

comprised solely of school administrators.[1] Its membership should be a composite of individuals from various sectors of the community and its leadership elected by the committee. (DISPLAY TRANSPARENCY 4, p. 11.)

A starting point to identify citizens and educators who represent special interests is through business and community groups. It is advisable to contact leaders of such groups and ask for a representative. Examples of these groups would be Rotary Club, Chamber of Commerce, City government, taxpayers associations, etc. The objective is to contact as many groups as possible. Failure to contact a group may cause problems for LPAP in the future. Contacts can be made through newspaper articles, radio announcements, and meetings requesting volunteers.

Each committee, whether the steering or subcommittee, should be comprised of parents, teachers, and students (former and present); as well as of citizens and lay leaders. Parents can be identified from former organizational groups, by individual school department members, or by sending information home with students about the LPAP process and the need for parent participation. Again, a newspaper article or ad may assist this effort. If teachers form subcommittees by school buildings, they may be selected by their colleagues as representatives, volunteer for the position, or be appointed by administrators. In the elementary and junior high grades, it may be advisable to select students based upon their maturity. Former students also may be used as representatives.

The size of the steering committee will vary from district to district. It should be composed of seven to fifteen members. Seven members are probably

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[1] LPAP provisional regulations state that philosophy and goals be established ". . . through professional staff participation and through broad public involvement." (Section 2.12, page 4.)

EACH GOALS SETTING COMMITTEE SHOULD HAVE

- PARENT AND STUDENT MEMBERS
- INTERESTED COMMUNITY CITIZENS
- BUSINESS AND LOCAL GOVERNMENT REPRESENTATIVES
- TEACHER AND TEACHER ORGANIZATION MEMBERS
- SCHOOL ADMINISTRATORS

the minimum number to insure broad community representation. More than fifteen members will probably make the committee unworkably large. Committees tend to function best if they are composed of an odd number of people. Alternates may be named to fill in for committee members who cannot serve.

Ideally, the committee will represent all segments of the community. But it is possible, given the most ideal conditions, that key individuals or groups may be overlooked. If specific individuals or groups are overlooked, it may become necessary to set up ad hoc subcommittees. Again, in the total picture of the LPAP, it may be best to form subcommittees so that no one feels left out of the process.

Committee Functioning

If the committee and/or the subcommittees are to be productive, it is important that the individuals selected as chairpersons have group leadership skills. They should have strengths in identifying issues, clarifying points, summarizing and synthesizing the exchanges in the meetings, and extracting cooperation among group members in keeping the meetings task-oriented. In-service training may help individuals to gain or sharpen such skills.

The committee orientation meeting named in step three should be an opportunity for the group to: (1) establish rapport among themselves, (2) receive an overview of what they will be doing as a committee, and (3) determine the intragroup mechanisms they will use to accomplish their tasks. The chairperson should select a group "ice-breaker" activity for the group to use in getting to know one another. He or she may also want to describe some group work techniques from which the committee could select one to use as a starting point for Activity 3 - Work Session I.

Examples of such techniques are the nominal and Delphi processes.[1] The nominal sequence could be adapted to assist in generating ideas for the goal statements or for systematic reviews of the draft. The sequence is as follows: (DISPLAY TRANSPARENCY 5, p. 14.)

(1) The members express their ideas in writing. The members may work alone in separate rooms or around a table in full view of each other.

(2) At the end of some time period (10 to 15 minutes), the members share their ideas with each other. This sharing is very structured in that each member presents, in round-robin fashion, only one idea in each round from her or his list.

(3) In full view of all members, a recorder writes a short and paraphrased version of each idea on a flip chart or board. This continues until all ideas, possibly eighteen to twenty-five, have been expressed. There is no recorded identification of ideas with members.

(4) Each idea is then openly discussed by asking for clarification or stating support or nonsupport of it.

(5) Each member privately and in writing rank-orders the ideas in order of preference. The group decision or recommendation would be the mathematically pooled outcomes of the member rankings of each idea.

This approach offers several advantages over the usual interacting group:

(1) More emphasis on idea generation;

(2) More attention for each idea; and

(3) More likelihood of balanced participation and representation of each member in the group.

ACTIVITY 3 - WORK SESSION I

Objective I: To orient the steering and/or subcommittees to the theory and task of establishing district educational goals.

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[1] Delbecq, A. L, A. H. van de Ven, and D. H. Gustafson. Group Techniques for Program Planning: A Guide to Nominal and Delphi Processes. Glenview, Ill.: Scott, Foresman and Company. 1975.

NOMINAL TECHNIQUE FOR GROUP WORK

- INDIVIDUAL WRITTEN EXPRESSIONS
- SHARING IDEAS
- SUMMARY OF IDEAS
- DISCUSSION
- INDIVIDUAL RANK ORDERING OF IDEAS

Objective II: To set a timeline for task accomplishment and clarify procedures the committee will use.

Responsible: Steering and/or subcommittee chairperson(s).

Steps to be taken:

(1) Present the mini-packet portion entitled "Definitions and Background for Establishing Educational Goals." (See the following, pages 15 to 17.)

Definitions and Background for Establishing Educational Goals

The suggested activities outlined in this Mini-Packet give a mechanism for developing and adopting educational goals. They do not, however, provide information about what might be the substance of goal statements. This section of the packet includes:

- A very brief background on the issues that are typically considered in formulating goals statements;
- A suggested listing of criteria for judging an educational goal statement

The issues which should be examined in developing educational goals statements are those which relate to the educational philosophy of the district. Employing a thoughtful process focusing on these issues should assure a district goal statements that convey what the people of a district believe education should accomplish in their schools.[1] RIDE has adopted the following definition as part of the Local Planning and Assessment Process (LPAP):

(DISPLAY TRANSPARENCY 6, p. 16.)

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[1] LPAP Regulations State: "Such locally determined goals shall be consistent with the Educational Goals for the State of Rhode Island as well as the Learning Environment."

- EDUCATIONAL GOALS ARE ENDS TOWARD WHICH EFFORT IS DIRECTED. THEY ARE GENERALLY ULTIMATE OUTCOMES OR ENDS --- A PERCEPTION OF AN IDEAL.

- EDUCATIONAL GOALS WILL PLACE THE VALUES AND DIRECTIONS EXPRESSED IN THE STATEMENT OF PHILOSOPHY IN THE PERSPECTIVE OF SKILLS AND KNOWLEDGE.

The selection of educational goals is part of the first phase in the LPAP and follows the adoption of an educational philosophy.[1]

The process for establishing educational goals can be summarized as one which seeks input from all sectors of the community in order to further articulate the district's educational philosophy. Four methods for identifying goals are presented here. (DISPLAY TRANSPARENCY 7, p. 18.) These separate into two basic approaches: selecting goals or developing (i.e., writing) goals. If a committee wishes to work with existing goals, a number of resources are available. Among them are the following, but many others can readily be obtained. (DISPLAY TRANSPARENCY 8, p. 19.)

The Rhode Island Goals for Education set the framework for educational goals in the state and may be adapted/adopted by a community in the goals development process. (See Appendix A)

The Goals Bank for LPAP was developed with input from Rhode Island local school district personnel. These goals are a series of broad outcomes statements that address themselves to the goals areas established in the Rhode Island Goals for Education. (See Appendix B)

The Phi Delta Kappa set of general education goals are used in many communities throughout the United States. (See Appendix C)

The Center for Study of Evaluation (CSE) Goals are a set of student-centered educational goals addressing the cognitive, affective and psychomotor domain. (See Appendix D)

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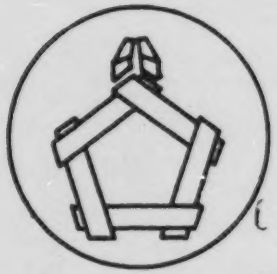
[1] See LPAP Mini-Packet: Establishing an Educational Philosophy

METHODS OF GOALS DEVELOPMENT OR GOALS SELECTION

- USE AN EXISTING SET OF GOALS
- MODIFY AN EXISTING SET OF GOALS
- DRAFT NEW GOALS
- COMBINE ABOVE METHODS

SELECTED RESOURCES FOR GOAL STATEMENTS

- EDUCATIONAL GOALS FOR RHODE ISLAND
- GOALS BANK FOR LPAP
- PHI DELTA KAPPAN GOALS
- CENTER FOR STUDY OF EVALUATION (CSE) GOALS



ACTIVITY 3 - Steps to be taken (continued)

(2) Develop a timeline which details as completely as possible when and how each task should be accomplished. Particular note should be paid to reporting times among committees, and between subcommittee and the steering committee.

(3) Review and/or further clarify the procedures the subcommittee will use in its own operation.

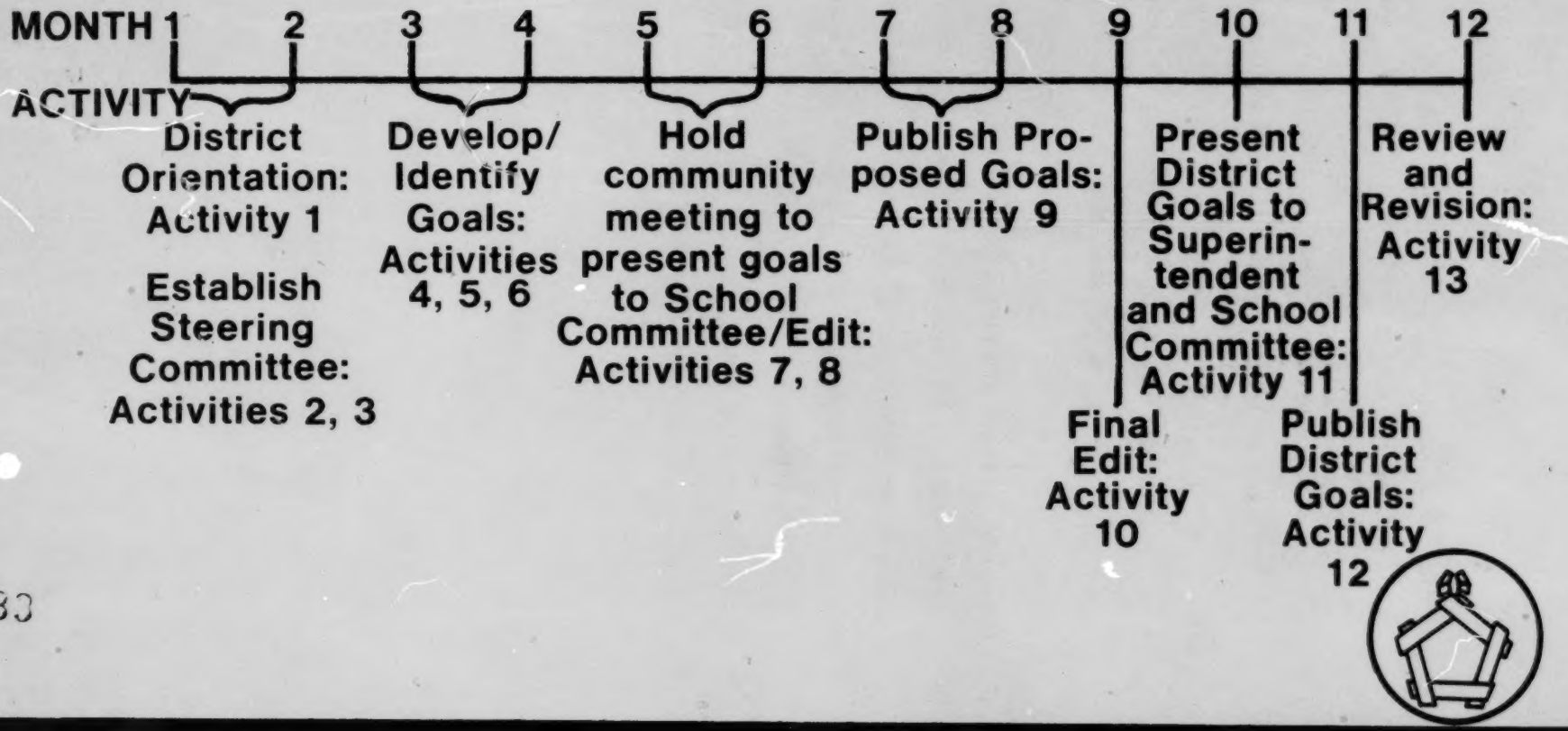
In this meeting the group should specifically plan its timeline for completion. It is recommended the group try to complete Activities 3 through 13 in twelve months. This will require frequent meetings. Regular, biweekly meetings are probably most likely to result in sufficient time between meetings for members to accomplish individual assignments. Weekly meetings may be necessary sometimes. A schedule similar to the following could be generated. (DISPLAY TRANSPARENCY 9, p. 21.)

In addition to a timeline the group may want to agree on what will be an effective meeting length for each of their sessions. Two hours with an option, on group vote, to extend a maximum of one half hour will give the group a clear idea of the total time commitment they are making to the process.

The chairperson may wish to raise a few questions concerning the committee's own operation. Will it favor a consensus model for decision-making? Do the members prefer a perspective that essentially says "This isn't perfect, yet it has a number of positive elements we've been hoping to incorporate. Can we live with it?"

Timeline for Committee Activities

Total Time for Establishing Educational Goals: Twelve Months


MONTH 1 2 3 4 5 6 7 8 9 10 11 12
ACTIVITY
District Orientation: Activity 1
Establish Steering Committee: Activities 2, 3
Develop/ Identify Goals: Activities 4, 5, 6
Hold community meeting to present goals to School Committee/Edit: Activities 7, 8
Publish Proposed Goals: Activity 9
Final Edit: Activity 10
Present District Goals to Superintendent and School Committee: Activity 11
Publish District Goals: Activity 12
Review and Revision: Activity 13

ACTIVITY 4 - WORK SESSION II

Objective: The steering committee and/or subcommittee will either draft goals statements and/or select statements from existing goals packages to compose a pool of goals for use in establishing the district's goals.

Responsible: Chairperson

Steps to be taken:

(1) It is suggested the committee first review any existing district goals and then several goal resources such as those noted earlier. This will give them some reference points for making their choice of method to employ during Step 2. (Again DISPLAY TRANSPARENCY 8, p. 19.)

(2) The subcommittee will decide which method for identifying goals it will employ:

a. Use of an existing set of goals,[1]

b. Modification of existing goals,

c. Drafting of new goals; or

d. A combination of a, b, and c.

(3) Depending on which of the above methods they choose to use, they will need to focus on the procedures for either:

a. Option 1: Goals selection, or

b. Option 2: Goals development.

Whether a district establishes goals using Option 1 or Option 2 may affect the specific relationship of the goals to the district's educational philosophy, the length of time the goals setting process will take, and the level of support the goals will receive. Both options have strengths and weaknesses which a district will want to consider in choosing to follow one method over another. Some of these features are outlined below.

[1] Note resources available on page 17.

GOALS DEVELOPMENT/SELECTION METHODS

	Strengths	Weaknesses
Goals Development	• Committee members will feel more commitment to goals they have written • Goals will reflect local interests and priorities	• Requires more extensive committee orientation and training • Requires more time • More difficult to coordinate
Goals Selection	• Requires less committee orientation and training • Fewer goals with which to work • More efficient	• Massive number of goals from which to select • Existing goals may not reflect local interests and priorities

A. OPTION 1 - GOALS SELECTION

Goals selection is a way of choosing goals from an existing set of goals. The steps outlined here present a means through which a local school department can undertake this process. This process assumes that a facilitator, thoroughly familiar with this goal selection method, will work with a group. The facilitator should have the same types of leadership skills as do the steering and subcommittee chairpersons. He or she should have strengths in identifying issues, presenting information clearly, summarizing and synthesizing the exchanges in meetings, and extracting cooperation from group members. If someone who has experience in the process cannot be found to act as the facilitator, a person who has the capabilities outlined above could be asked to do so. He or she would have to work closely with the steering committee chairperson to learn the process. If at all possible a field test should be held with the person employing the method. There are numerous resources available to assist someone in developing these necessary skills. Several recently published guides are noted below.[2]

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[2]Pheiffer, J.W., and J.E. Jones, EDS...Structured Experiences for Group Facilitators. Vol: 1-4. Iowa City, Iowa: University Associates Press, 1974. And also:
The Annual Handbook for Group Facilitators and A Handbook of Structured Experiences for Human Relations Training, Vol: I-V. San Diego, Calif.: University Associates, 1975.

[3]Goals may be pre-selected for the committee. In this way they will be able to concentrate on goals which have already been pre-screened for consistency with the district philosophy.

Activity IV - continued

A. OPTION 1: GOALS SELECTION

The facilitator will need four forms: Individual Goal Set, Group Tally Sheet, Group Summary Sheet, and Final Goal Selection Sheet. (See Samples in Appendix E.)

Steps to be taken:

Each member of the group receives a copy of the Individual Goal Set.[3]

(1) The facilitator instructs them that they have a maximum number of points to distribute among the goals, but no one goal will receive more than five points. (DISPLAY TRANSPARENCY 10, p. 26.)

(2) Group members will be told that they cannot change the wording of a goal. The facilitator will emphasize that the process is concerned with the concept of the goal and not specific wording.

(3) The facilitator will record the number of points each group member assigns to each goal utilizing the Group Tally Sheet. Following the completion of the Tally Sheet, the facilitator will record the goals as they are ranked on the Group Summary Sheet.

(4) The group will then discuss any wording changes that the group members wish to see in any particular goal. Any changes will be noted by the facilitator for future reference.

(5) The facilitator will then ask the group to vote on the goals as they are numerically ranked. If they accept them as is, he or she goes on to the Final Goal Selection Sheet and records each goal in its rank order. If the group votes to change the order based upon discussion, the corresponding changes are made on the Final Goal Selection Sheet.

(6) The facilitator will then ask if any person in the group has a goal or goal area that is not covered by the goals selected. If an individual group member presents a goal to the group, it must be voted on for acceptance. All additional goals are placed at the bottom of the Final Goal Selection Sheet.

(7) Following completion of the activity, the Final Goal Selection Sheet is presented to the coordinator or director of the LPAP.

GOALS SELECTION SEQUENCE

- RATE EXISTING SET OF GOALS
- TALLY INDIVIDUAL RANKINGS OF GOALS
- SUMMARIZE GROUP RATINGS
- ADD GOALS PROPOSED BY COMMITTEE MEMBERS
- RANK AND SELECT OUT GOALS UNTIL COMMITTEE VOTES TO ADOPT A SET

B. OPTION 2: GOALS DEVELOPMENT PHASE I - IDENTIFYING GOAL AREAS

(DISPLAY TRANSPARENCY 11, p. 28.)

Steps to be taken:

(1) The facilitator distributes one 3 x 5 card to each group member and poses the stem question for the group members. Example:

a. What are the major problems facing our schools today in our community?
b. What should our schools be doing for our children by the time they graduate?
c. What should be the major goals for this school department?

(2) The facilitator instructs each member of the group to write on his or her card one or two word responses to the stem question.

(3) The facilitator goes around the group, one at a time, and asks each to name one new response to the stem question.

(4) After the facilitator has written down the last new response to the stem question, he or she distributes five more 3 x 5 cards to the participants. He or she asks them to list the five most important responses, one on each card, and rank order them by giving the top response a five, the number two response a four, etc.

(5) The facilitator then goes from person to person asking them to name their five priority responses in order. He or she writes the number of points on the board beside the recorded responses. The facilitator will then write the top five responses on the board ranking them by the number of points they received.

(6) The facilitator will then lead a discussion of the group to determine if these responses are in the correct order and if they are the most appropriate answers to the stem question.

(7) The facilitator will have the group vote to accept the responses as they are finally ranked. The group has now completed the first half of the exercise.

GOALS DEVELOPMENT: PHASE I

IDENTIFY GOAL AREAS

- FACILITATOR POSES STEM QUESTION
- EACH GROUP MEMBER RESPONDS
- RANK ORDER RESPONSES
- DISCUSS TOP RATED RESPONSES
- VOTE ON FINAL RANKING
- SUBMIT GOALS FOR COMMUNITY REVIEW

B. OPTION 2: GOALS DEVELOPMENT PHASE II - TRANSLATE GOAL AREAS INTO STATEMENTS

Steps to be taken:

(1) The facilitator will present the group members with an overview of the remainder of the process. (DISPLAY TRANSPARENCY 12, p. 30.)

(2) The facilitator will guide a discussion of the definition and structure of a goal statement.

a. How do you develop a goal?
   1. You develop a goal by first identifying an area in which you wish to see accomplishment.

b. What is a goal?
   1. A goal should reflect the ideal level.
   2. A goal should be more abstract than a program objective or an instructional objective.
   3. A goal should lend itself easily to the development of program objectives and instructional objectives.

c. What are the parts of the goal?
   1. Subject: the student
   2. Verb: action to be taken
   3. Outcome/activity: the accomplishment or performance

(3) The facilitator will show examples of goals developed with the format prescribed in this unit.

Example:

Goal #1:	The student (subject)	will (verb)	identify his own value structure. (outcome/activity)
Goal #2:	The student (subject)	will (verb)	evaluate ratings of a consumer product. (outcome/activity)
Goal #3:	The student (subject)	will (verb)	demonstrate a personal commitment to the arts. (outcome/activity)

(4) The facilitator will then instruct the group to each write a goal with the designated parts for the first ranked response.

(5) The facilitator will have one person read his or her goal and put it on the chalkboard. The facilitator will hold

GOALS DEVELOPMENT: PHASE II

TRANSLATE GOAL AREAS INTO GOAL STATEMENTS

- ESTABLISH CRITERIA
- ESTABLISH FORMAT
- DISCUSS STATEMENTS
- RANK STATEMENTS
- APPROVE STATEMENTS
- SUBMIT GOALS FOR COMMUNITY REVIEW

a discussion with the committee to modify or change the goal so that the group votes to accept the goal as written.

(6) The facilitator will undertake the same activity with each of the ranked responses.

(7) The facilitator will write all the goals on the board and have the committee decide if they wish to make any final changes.

(8) The facilitator will record the goals and send them to the steering committee or the school administrator responsible for LPAP.

ACTIVITY 5 -WORK SESSION III

Objective: The goals statements will be evaluated against a standard.

Responsible: Chairperson

Steps to be taken:

(1) Each steering committee member is given a copy of all the goals and of the criteria for goals statements generated in previous work sessions.

(2) Using a rating/ranking form each person rates/ranks each goal statement.

and/or

(3) Referring to the criteria, each goal is discussed and a consensus reached as to whether it meets the criteria. A record is kept of the consensus regarding each goal. If a goal did not meet the criteria, the reason for its failure should be noted for later reference.

(4) Goals not meeting the criteria should then be reviewed to determine (a) if they should be deleted, or (b) have merit enough to warrant retaining and editing.

Criteria should be established in advance of the writing or selecting the goals. Although other, additional criteria could be composed depending on the exact method used for goals writing or selection, the following criteria are suggested as one means of judging the adequacy of goal statements. (DISPLAY TRANSPARENCY 13, p. 32.)

SUGGESTED CRITERIA FOR EDUCATIONAL GOALS STATEMENTS

- EASILY USED TO DEVELOP PROGRAMS
- DISTINCT FROM EVERY OTHER GOAL
- CLEARLY STATED
- CONSISTENT WITH DISTRICT PHILOSOPHY
- REFLECT A RHODE ISLAND EDUCATIONAL GOAL AREA
- REFLECT COMMUNITY INTERESTS
- CONSISTENT WITH HUMAN RIGHTS AND RESPONSIBILITIES

SUGGESTED CRITERIA FOR EDUCATIONAL GOALS STATEMENTS

(1) Is the goal easily used to develop specific objectives, programs, and practices?

(2) Is the goal distinctly different from every other goal selected?

(3) Is the goal stated in easily understood language?

(4) Is the goal consistent with the district's statement of philosophy?

(5) Does the goal reflect a specific Rhode Island Educational Goal Area?

(6) Does the goal reflect the reasonable and justifiable interests of most segments of the community?

(7) Is the goal consistent with the U. S. Constitution; the federal, state, and local laws; and other widely accepted statements or principles of human rights and responsibilities?

ACTIVITY 6 - WORK SESSION IV

Objective: Using the pool of goal statements produced through Activity 5 - Work Session III, the committee will identify those statements which will comprise the set of proposed goals for the district.

Whether the option for goals selection or for goals development is used (or a steering committee versus subcommittees) at this point there will be many more goals than the district could reasonably hope to attain. Therefore, from all of the goals, a manageable set must be selected.

Responsible: Chairperson(s)

Steps to be taken:

(1) Goals proposed by each subcommittee will be presented to each other subcommittee and to the steering committee.

(2) A series of ratings, rankings, and votings will allow the steering committee to finalize a set of proposed goals.

The best method for final selection is to undergo the same process as outlined in the Goals Selection Process. All goals submitted will be listed on individual goals bank sheets. Each member is asked to rate each of the goals by distributing 50 points among the goals giving no goal more than five points. The facilitator will then use the group tally sheet and the group summary sheet to report the results. A discussion will be held to determine final wording and the list will be voted upon for final approval.

ACTIVITY 7 - COMMUNITY MEETING FOR PRESENTATION TO THE SCHOOL BOARD

Objective I: The steering committee will present the proposed goals identified in Activity 6 to The District Superintendent and school committee for their review and reaction.

Objective II: To conduct an open community discussion about the proposed district's educational goals.

Responsible: Steering Committee Chairperson

Steps to be taken:

(1) In advance of the meeting, the superintendent and each member of the school committee should receive a copy of:

a. The proposed goal statements;
b. The general criteria used to develop the goals; and
c. A reaction form on which they can register their personal responses to the goals.

(2) Arrange for a suitably-large meeting room. Representatives from the steering committee and all school committee members will be seated at a long table in the front. Several microphones should be placed at the table and throughout the office.

(3) Each member of the audience should receive copies of the goals.

(4) Designate one committee member to take notes and collect school committee response forms.

(5) The superintendent or his or her designee, such as the steering committee chairperson, should formally present the goals to the school committee.

(6) The audience should be provided with 3 x 5 cards on which to write questions or submit revisions.

(7) The school committee chairperson should open the meeting to discussion of the goals and recognize one by one individuals who have requested permission to speak. Each speaker should be limited to three minutes.

(8) When all speakers have finished, the questions submitted by the audience should be answered.

(9) If time permits, others may be allowed to speak.

(10) Suggested additions or revisions for the goals statements should be collected from the school committee and from the person taking notes.

ACTIVITY 8 - WORK SESSION V

Objective: The steering committee will revise the proposed goals in view of the school committee's and the community's reaction to the goals.

Responsible: Chairperson

Steps to be taken:

(1) The steering committee meets to review the reactions from the community meeting. The person who took notes for the committee outlines for the group:

a. General comments,
b. Specific concerns, and
c. A list of proposed revisions made from the school committee's reaction forms.

(2) The list should be distributed to those present, for the committee to address each item and approve or disapprove each proposed revision.

(3) The committee votes a final time to determine its own agreement for a proposed set of goals.

ACTIVITY 9 - PUBLICATION OF GOALS

Objective: The proposed district educational goals will be thoroughly published and disseminated along with notice of an open discussion on them.

Responsible: Chairperson

Steps to be taken:

(1) A clear copy of the goals should be published in the community and student newspapers. Copies should be distributed to all school personnel and to all concerned educational and community organizations. In all cases it should be accompanied by a cover letter announcing the meeting discussed in (2) below and explaining exactly how people who wish to speak at this meeting can put their names on the agenda. People not able to attend the meeting should be encouraged to mail questions or comments to the chairperson.

(2) A meeting open to the public should be scheduled for approximately two weeks after the goals are distributed. It should be held in a large room. The agenda should include responses to the goals from individuals who formally request, in advance, or upon arrival, permission to speak.

ACTIVITY 10 - WORK SESSION VI

Objective: To final edit the district's goals statements in view of community reactions to the published set of proposed goals.

Responsible: Chairperson

Steps to be taken:

(1) Prior to the meeting, the chairperson should synthesize all community views, rewrite the statements accordingly, and distribute the revised goals to the steering committee.

(2) At the meeting each statement should be reviewed and again revised if the committee feels it necessary.

(3) The final goals should again be evaluated by use of the criteria.

ACTIVITY 11 - PRESENTATION OF GOALS TO SUPERINTENDENT AND SCHOOL COMMITTEE

Objective: The school committee will approve the goals statements recommended by the superintendent.

Responsible: Chairperson

Steps to be taken:

(1) The goals statements for the district should be submitted to the superintendent for his review.

(2) The superintendent recommends the goals to the school committee at a meeting whose agenda allows sufficient time for discussion of the statements if needed.

(3) A designated person should formally request the committee's approval of the goals as established for the district.

A formal presentation to the school committee may be appropriately followed by a motion for approval. This presentation may be given by the superintendent of schools, LPAP Coordinator, or the chairperson of the Goals Setting Steering Committee.

ACTIVITY 12 - DISSEMINATION OF GOALS

Objective: The district educational goals will be published and disseminated both within the school district and in the community.

Responsible: District Administrator charged with LPAP

Steps to be taken:

(1) Develop an awareness campaign designed to announce the new goals to the public.

(2) Assign a liaison who will work with individuals and groups to clarify goals and work for greater understanding and continued support for the goals.

(3) Develop a mechanism, such as a feedback form, to gather information as to how successful the campaign is and what still needs to be done.

Once goals are established, it will be necessary to develop a common understanding throughout the community about the goals meaning and how they can be interpreted. Questions may be raised about the impact of the goals on school programs. Also, it is extremely important that those who participated in the goal setting receive timely feedback concerning the reactions to the goals. Others who should be informed include community members, professional staff, and students.

Public support may be derived from open hearings which would be designed to announce the goals, explain their meaning(s), and provide general information about the LPAP process. Several mechanisms may be used to disseminate the district's new goals. (DISPLAY TRANSPARENCY 14, p. 39.) These may include media, i.e., TV, radio, newspaper, and mailings; public meetings; and/or personal contact with groups who were not involved in the goal setting process. An appropriate resource for information on the most successful means of dissemination would be LPAP communities who have completed this portion of the process.

ACTIVITY 13 - REVIEW AND REVISION

The goals must be seen as evolving statements. They should be reviewed periodically along with the statement of philosophy to insure that they continue to represent the beliefs of the community and schools.

GOALS DISSEMINATION FOR ACCEPTANCE AND SUPPORT

- MEDIA --- TV, RADIO, NEWSPAPER, AND MAILINGS

- PUBLIC MEETINGS

- PERSONAL CONTACTS --- ESPECIALLY WITH GROUPS NOT INVOLVED IN THE GOAL SETTING

APPENDIX A

Rhode Island Goals for Education

Rhode Island Goals for Education

PHYSICAL GOAL

An opportunity for each person to create a healthier and more beautiful world by understanding the environment and making intelligent use of it.

-growing in understanding of the nature of the universe; the nature of the environment shaped by man; and the impact of one on the other
-understanding man as an evolving species dependent on a changing environment
-understanding biological processes and their relationship to personal and community health
-planning for the future to enhance the quality of life
-respecting the balances between the natureal and man-made environment

PERSONAL GOAL

An opportunity for each person to grow toward self-understanding and to determine personal goals, values and attitudes.

-by development of one's intellect and capacity for rational thought for one's maximum potential
-by developing a realistic feeling of self-worth and momentum for personal growth
-by developing values concerning one's place in the world and the universe
-by maintaining mental and physical health through self awareness and skills in health practices
-by enjoying leisure time

AESTHETIC GOAL

An opportunity for each person to enrich life through contemplation and experience in all forms of art.

-by appreciating the relationship of the arts to life
-by understanding the relationship of man's art forms to a cultural heritage
-by applying aesthetic standards to the physical environment
-by experiencing the arts as a mode of self-expression and communication
-by understanding the nature of society through its art, music, dance, literature and drama
-by stimulating the senses of sight, touch, smell, taste and hearing

SOCIAL GOAL

An opportunity for each person to advance the dignity of man by living effectively with other individuals, groups and organizations.

-by respecting the rights and responsibilities of individuals and groups in society
-by understanding concepts, beliefs, religions and social customs of mankind
-by understanding physical, psychological, and sociological factors which influence human behavior
-by participating in community activities
-by developing skills in interpersonal and group relations
-by coping with social problems and contributing to social change

POLITICAL GOAL

Ann opportunity for each person to contribute to the benefit of all peoples through the understanding and practice of democratic self-government as it can be applied to the nation, the state of Rhode Island, and local governments

-understanding individual rights and responsibilities in the American democratic society
-understanding political systems as they respond to social, economic and technological changes
-evaluating rhe relationships among political systems, individual freedom and social order both in theory and in practice
-recognizing the development of law as it effects the governance of individuals, institutions and nations
-participating in the political system through activity in public and private political institutions
-developing leadership potential through participation in the group process which effects changes

ECONOMIC GOAL

An opportunity for each person to understand and evaluate economic needs, values, and systems in order to contribute to the common good.

An opportunity for each person to be able to choose a career suited to his talents and aspirations, and to acquire the competencies and capabilities to pursue that career.

-understanding economic principles as they relate to individuals, groups, organizations, institutions, societies and to the development of cultures
-comprehending the various forces influencing change in the economy
-providing the opportunity for real or simulated work experiences
-developing the necessary skills in order to function as an informed consumer
-developing economic knowledge and each person's skills to enhance the quality of life and to contribute the common good of family, society and state

CULTURAL GOAL

An opportunity for each person to enrich the community of man through the development of values based on an understanding of various cultures.

-by knowing one's own culture
-by appreciating the unique culture characteristics of different societies
-by understanding cultures through historical and social perspectives
-by understanding and relating the arts, humanities and the sciences to the development of cultures

APPENDIX B

Goals Bank for LPAP

Goals Bank for LPAP

REGENTS GOAL AREA: PERSONAL

1. The student will recognize that a person's emotions affect how one behaves.
2. The student will perform selected physical activities at a "naturalized" level of competency.
3. The student will formulate a reasonable self-program of systematic physical exercise.

REGENTS GOAL AREA: SOCIAL

1. The student will join community-based group(s) that have a community purpose.
2. The student will recognize the lawful rights of individuals in complex social interactions and events.
3. The student will recognize the need for balance between individual freedom and social responsibility in a democracy.

REGENTS GOAL AREA: CULTURAL

1. The student will demonstrate an understanding of world culture through a study of her culture, society and geography.
2. The student will demonstrate an appreciation of the differences and similarities between subcultures in our own society.
3. The student will display an understanding of the historical development of the arts in western culture.

REGENTS GOAL AREA: ECONOMIC

1. The student will relate his personal characteristics and qualifications to an identified occupational category.
2. The student will compare sources of information related to consumer-related decisions.
3. The student will compare the effect of identified economic influences on various or specific groups and sectors.

REGENTS GOAL AREA: AESTHETIC

1. The student will discover a personal meaning or message conveyed by a work of art.
2. The student will acquire a personal artistic technique and preference through free exploration of media and materials.
3. The student will discriminate aesthetically pleasing natural environments from less pleasing ones.

REGENTS GOAL AREA: POLITICAL

1. The student will trace our present legal system from its beginnings in English common law.
2. The student will establish reasoned positions on specified current legal issues.
3. The student will distinguish between the use of political slogans and their intended political effect.

REGENTS GOAL AREA: PHYSICAL

1. The student will analyze the consequences to living organisms of altering a portion of the environment.
2. The student will compare alternative land-use proposals utilizing available evidence and predicted impacts.
3. The student will support community and state activities (e.g., sewage treatment, pollution control) which will aid in providing better health to all residents.

REGENTS GOAL AREA: LEARNING ENVIRONMENT

1. Schools will provide opportunity for career awareness and exploration.
2. Schools will provide services and opportunity for development for students with special disadvantages or gifts.
3. Schools will provide knowledgeable and competent personnel.

APPENDIX C

Phi Delta Kappa Goals

Phi Delta Kappa Goals

1. LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE

A. Develop appreciation and respect for the worth and dignity of individuals.
B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
C. Develop a cooperative attitude toward living and working with others.

2. DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK

A. Develop abilities and skills needed for immediate employment.
B. Develop an awareness of opportunities and requirements related to a specific field of work.
C. Develop an appreciation of good workmanship.

3. LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES

A. Develop an understanding of economic principles and responsibilities.
B. Develop ability and understanding in personal buying, selling and investment.
C. Develop skills in management of natural and human resources and man's environment.

4. DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE

A. Develop intellectual curiosity and eagerness for lifelong learning.
B. Develop a positive attitude toward learning.
C. Develop a positive attitude toward continuing independent education.

5. LEARN HOW TO USE LEISURE TIME

A. Develop ability to use leisure time productively.
B. Develop a positive attitude toward participation in a range of leisure time activities--physical, intellectual and creative.
C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

6. PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY

A. Establish an effective individual physical fitness program.
B. Develop an understanding of good physical health and well being.
C. Establish sound personal health habits and information
D. Develop a concern for public health and safety.

7. APPRECIATE CULTURE AND BEAUTY IN THE WORLD

A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
B. Cultivate appreciation for beauty in various forms.
C. Develop creative self-expression through various media (art, music, writing, etc.).
D. Develop special talents in music, art, literature and foreign languages.

8. LEARN HOW TO BE A GOOD CITIZEN

A. Develop an awareness of civic rights and responsibilities.
B. Develop attitudes for productive citizenship in a democracy.
C. Develop an attitude of respect for personal and public property.
D. Develop an understanding of the obligations and responsibilities of citizenship.

9. LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY

A. Develop an appreciation for and an understanding of other people and other cultures.
B. Develop an understanding of political, economic, and social patterns of the rest of the world.
C. Develop awareness of the interdependence of races, creeds, nations and cultures.
D. Develop an awareness of the processes of group relationships.

10. LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD

A. Develop ability to adjust to the the changing demands of society.
B. Develop an awareness and the ability to adjust to a changing world and its problems.
C. Develop understanding of the past, identify with the present, and the ability to meet the future.

11. DEVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING

A. Develop ability to communicate ideas and feelings effectively.
B. Develop skills in oral and written English.

12. UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS

A. Develop loyalty to American democratic ideals.
B. Develop patriotism and loyalty to ideas of democracy.
C. Develop knowledge and appreciation of the rights and privileges in our democracy.
D. Develop an understanding of our American heritage.

13. LEARN HOW TO EXAMINE AND USE INFORMATION

A. Develop ability to examine constructively and creatively.
B. Develop ability to use scientific methods.
C. Develop reasoning abilities.
D. Develop skills to think and proceed logically.

14. UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING

A. Develop understanding and appreciation of the principles of living in the family group.
B. Develop attitudes leading to acceptance of responsibilities as family members.
C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

15. GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS

A. Promote self-understanding and self-direction in relation to student's occupational interests.
B. Develop the ability to use information and counseling services related to the selection of a job.
C. Develop a knowledge of specific information about a particular vocation.

16. DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH

A. Develop a feeling of student pride in his achievements and progress.
B. Develop self-understanding and self-awareness.
C. Develop the student's feeling of positive self-worth, security, and self-assurance.

17. DEVELOP GOOD CHARACTER AND SELF-RESPECT

A. Develop moral responsibility and a sound ethical and moral behavior.
B. Develop the student's capacity to discipline himself to work, study, and play constructively.
C. Develop a moral and ethical sense of values, goals, and processes of free society.
D. Develop standards of personal character and ideas.

18. GAIN A GENERAL EDUCATION

A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
B. Develop a fund of information and concepts.
C. Develop special interests and abilities.

APPENDIX D

Center for Study of Evaluation (CSE) Goals

Center for Study of Evaluation Goals

ENGLISH LANGUAGE ARTS

Developmental Reading

A. Reading Comprehension Skills
Identifies the main idea and important details; determines the meaning of words from the way they are used; applies the reading technique appropriate to the subject matter. Draws inferences from material read.

B. Research and Study Skills
Can locate reference materials and information sources. Understands and knows the purpose of study assignments. Knows the steps involved in writing a research paper. Writes well-organized notes. Writes summaries of reading selections. Reads and understands directions. Knows the importance of having adequate light, table space, privacy and appropriate materials for studying.

INDUSTRIAL ARTS

Industrial Arts and Practices

A. Industrial Shop Safety
Knows safety procedures for various machines and tools. Understands need for proper conduct and proper dress in industrial arts laboratory. Properly uses hand-tools, hand power tools, and powered equipment.

B. Drafting (non-vocational)
Performs mechanical, industrial, and architectural drawing. Reads drawings and blueprints and visualizes relationships between objects and working drawings. Understands building codes. Knows occupational opportunities in drafting and mechanical drawing.

HEALTH AND SAFETY

Physical and Mental Health

A. Personal Health
Cares for teeth, skin, nails, and hair, and selects clothing with regard to health. Understands the value of good grooming and proper health habits. Understands structure and care of sense organs. Understands importance of periodic medical exams and of securing professional services in medical treatment.

B. Nutrition
Knows what makes a balanced diet; the seven food components and their relationship to health. Knows how to control weight and the problems of and reasons for overweight and underweight. Knows about food supplements and preservatives; food production, storage, sanitation, and preparation.

INTELLECTUAL SKILLS

Understanding

A. Comprehension and Production of Information
Has a broad vocabulary. Produces needed information and abstract ideas. Describes pictures or sounds and illustrates ideas with other ideas.

B. Integration of Information
Summarizes information by combining the essential parts into a meaningful total idea. Identifies major ideas, and recognizes the logic or connections among ideas in communication. Rearranges or reorders ideas in order to grasp the meaning.

Appendix E

Sample Group Work Sheets for Goal Selection

Sample
Work
Sheet 1

L.P.A.P.

OBJECTIVES FOR TODAY'S WORKSHOP

1) The Group will understand the background and meaning of L.P.A.P.

2) The Group will understand their role in the goal setting process.

3) The Group will understand his task in relation to assigning points and rank to selected goals.

4) The Group will understand the need for a specified process for community involvement in Goal Setting.

At the end of this session, would you check either yes or no in answer to the following questions.

1) Do you have a clear understanding of the background and meaning of L.P.A.P.? ☐ YES ☐ NO

2) Do you understand your role in the goal setting process? ☐ YES ☐ NO

3) Do you understand your task with relation to assigning points and rank to selected goals? ☐ YES ☐ NO

4) Do you understand the need for a specified process for community involvement in Goal Setting? ☐ YES ☐ NO

Signature_____

Sample
Worksheet 2

LPAP

REQUEST FORM

SCHOOL _____ FACILITATOR _____

Please indicate the number of forms in each category needed on the line beside the particular form:

Goal area work sheets (long form):

Personal _____

Social _____

Cultural _____

Economic _____

Aesthetic _____

Political _____

Physical _____

Learning Environment _____

Form "A" Tally sheet (long form) _____

Form "B" Tally Sheet (short form) _____

Form "C" Tally sheet (short form) _____

Letter to seek participants _____

(signed by Superintendent)

GOAL AREA: PERSONAL

	POINTS	COMMENTS
1. The student will recognize that a person's emotions affect how one behaves.		
2. The student will perform selected physical activities at a "Naturalized" level of competency.		
3. The student will formulate a reasonable self-program of systematic physical exercise.		
4. The student will plan personal resources (time, money) to pursue an area of interest.		
5. The student will determine the degree to which an activity relates to his own personal needs, skills, and physical capabilities.		
6. The student will display a sense of personal pride, self-identity, and accomplishment through chosen leisure activities.		
7. The student will demonstrate habits of self-direction in areas of personal interest.		
8. The student will demonstrate habits of self-motivation and self-evaluation in areas of personal interest.		
9. The student will relate local and National issues to to her own value system.		
10. The student will describe a personal code of ethics which reflects responsible behavior toward herself and others.		
11. The student will use her leisure time in a personally meaningful way.		
12. The student will understand the relationship between his values and actions.		
13. The student will display the skill of personally defining new situations.		
14. The student will demonstrate self-reliance appropriate for his age by acting independently in given situations.		
15. The student will propose solutions to personal problems.		
16. The student will use a variety of resources in solving personal problems.		
17. The student will demonstrate a variety of purposes in use of leisure time.		
18. The student will display habits consistent with good physical health.		
19. The student will demonstrate thoughtful action in a wide variety of situations.		
20. The student will demonstrate individuality in a way that promotes personal growth.		
21. The student will act on personal values in a way which enhances self-understanding and self-worth.		
22. The student will seek an environment which maximizes personal growth.		
23. The student will seek to maximize his personal identity in each new situation.		
24. The student will formulate a plan of living consistent with her abilities, interests, and beliefs.		

Group Tally Sheet

GROUP:_____ GOAL AREA:_____

Each number represents a goal statement. Beside each number write the number of points each participant gave it. Total the points.

SAMPLE:

1 5-3-5-0-2-2 (17)

GOAL	POINTS	TOTAL	GOAL	POINTS	TOTAL
1			26		
2			27		
3			28		
4			29		
5			30		
6			31		
7			32		
8			33		
9			34		
10			35		
11			36		
12			37		
13			38		
14			39		
15			40		
16			41		
17			42		
18			43		
19			44		
20			45		
21			46		
22			47		
23			48		
24			49		
25			50		

Group Summary Sheet

Sample Worksheet 5

GROUP_____

SUMMARY OF _____ GOAL STATEMENTS

NUMBER IN GROUP _____

SUMMARY

DIRECTIONS: After you have decided on the top ten goals for your group, list them by number below. Beside each selection indicate the number of points each participant gave that goal.

SAMPLE:

First #3 5-5-4-4-0-3

RANK	GOAL NO.	POINTS
First	_____	_____
Second	_____	_____
Third	_____	_____
Fourth	_____	_____
Fifth	_____	_____
Sixth	_____	_____
Seventh	_____	_____
Eighth	_____	_____
Ninth	_____	_____
Tenth	_____	_____

Final Goal Selection Sheet

Sample Worksheet 6

Area _____ Group _____

Group Leader _____

Rank	Goal Number
First	_____
Second	_____
Third	_____
Fourth	_____
Fifth	_____
Sixth	_____
Seventh	_____
Eighth	_____
Ninth	_____
Tenth	_____

Additional Goals:

1. _____

2. _____

3. _____